campuses have avoided that practice on grounds that it encourages "intellectual inbreeding," some are reconsidering.

"It's only a problem when you hire all of your own or none of your own," says Ms. Bates.

Foreign-Born Professors

An issue that has prompted much more rigorous debate is whether an institution's statistics on minority professors should include those who are foreign-born.

Mr. Wilson of the A.C.E. recalls serving as a consultant to an institution that claimed 10 per cent of its faculty was Hispanic. But when he looked closely, he says, he found that most were white Spaniards or Latin Americans.

In his opinion, because many minority-recruitment plans are aimed at providing role models for U.S. minority students, hiring foreign-born minorities will not address the problems that affirmative action was designed to solve. An African educated in England, he adds, may not understand the experiences of black Americans.

Ideally, many officials say, most foreign minority scholars should not be counted in satisfying affirmative-action goals. But because of the shortage of U.S. minority scholars, many institutions don't make a distinction.

For small institutions like Carroll College in Wisconsin, which have no American minority professors, foreign-born professors add much-needed diversity. Hearing about what "the Dukes and Stanfords" are doing, says Carroll's president, Dan C. West, is of little help to small colleges that can't offer competitive salaries or are located in rural areas with no minority communities.

'It Doesn't Happen Overnight'

Institutions that genuinely want to diversify their faculties are finding that it takes time—and work.

"It doesn't happen overnight," says Quiester Craig, dean of the business school at the North Carolina Agricultural and Technical State University, a traditionally black institution. (Mr. Craig credits officials at Howard for encouraging the business school to seek accreditation, and likes to joke that the A.A.C.S.B.—the acronym for the American Assembly of Collegiate Schools of Business—does the accrediting, not the N.A.A.C.P.)

At a time when black accounting professors are extremely rare, North Carolina A&T boasts five who hold doctorates. Mr. Craig makes it his business to keep tabs on promising black—and white—candidates.

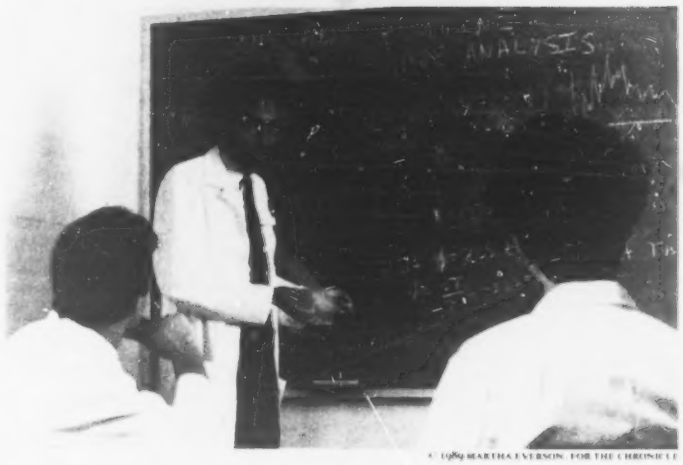
To campuses seeking minority professors, Mr. Craig offers this advice: Don't deny minority students with high undergraduate grades admission to graduate programs simply because they did poorly on standardized tests. Be prepared to spend money on recruiting and graduate-school stipends. "Network" with professors and deans at professional meetings. And convince top administrators that the goal is worthwhile.

"They have to do the same thing that their football and basketball coaches do," Mr. Craig says. "That is their livelihood. They have to win."

Only 4 Black Americans Said to Have Earned Math Ph.D.'s in 1987-88

Elaine C. Smith was annoyed when she learned that a theorem was named after a black mathematician. "Nobody bothered to tell me he was black."

George F. Edmonds was an administrator in American and African schools before joining Elizabeth City's faculty in 1979.



As a child, Emery Brown was given challenging mathematical problems by his father, who was one of his earliest mentors.

By CAROLYN J. MOONEY

The black Americans who are reported to have received doctorates in mathematics in academic 1987-88 could pile into a small car. There were just four of them, according to a comprehensive statistical profile of Ph.D. recipients conducted by the American Mathematical Society and the Mathematical Association of America.

The small number starkly illustrates what many campuses, eager to recruit more minority professors, have come to realize: If minority-group members aren't in the graduate-school pipeline today, they won't be teaching on college campuses tomorrow.

The number of American blacks earning doctorates dropped by 22 per cent over the last decade. The problem is especially acute in so-called hard-to-hire disciplines like mathematics and the sciences, which face a shortage of American Ph.D. recipients of all races. Of 804 mathematics doctorates awarded by U.S. institutions in 1987-88, for example, only 363 went to Americans—down from 634 a decade earlier, according to the math survey. The 1987-88 recipients included nine U.S. Asians, five U.S. Hispanics, one American Indian, and five foreign blacks.

Competition Is Intense

Even if some departments failed to report to the math society that they had awarded a Ph.D. to a black American in 1987-88, the number awarded doctorates in mathematics would still be very small. Not surprisingly, competition for the recipients is intense.

"It's obvious we have to do something about the horrible representation," says M. J. Frank, chairman of the mathematics department at the Illinois Institute of Technology. "The problem is, there are so darned few of them."

Dennis Davenport, one of the four faces behind the math society's 1987-88 statistics, is among those few. He had a choice of job offers after he received his doctorate from Howard University, and he decided to join the faculty at Miami University in Ohio, which has developed a reputation for recruiting minority professors.

"I was in big demand," Mr. Davenport acknowledges. "It was because I was black—and American. No question." Mr. Davenport received four job offers, including one from an institution that said it would better any offer he had. He turned down invitations to visit other campuses, and he is still hearing from other departments.

Despite Miami's track record in hiring professors, Mr. Davenport chose it strictly because of its academic reputation. The first member of his family to earn a doctorate, he thinks students definitely need role models, but not necessarily from the same ethnic background. He had several professors—black and white—who encouraged him to excel, he says.

The three black scholars who received mathematics doctorates in the same period also cite the importance of role models and mentors, as well as financial support.

Elaine C. Smith, who received a Ph.D. in mathematics education from American University, now teaches at an experimental public school in Washington. (The society's statistics include doctorates in mathematics education only if they are awarded through mathematics departments rather than education programs.) "I wanted to have more influence at an earlier age," says Ms. Smith, who eventually wants to start a private school for black children.

Hoped to See Black Professors

Also the first in her family to earn a doctoral degree, Ms. Smith entered graduate school after teaching in the City University of New York system for four years. She says she would have liked to see more black professors in graduate school and recalls being annoyed upon learning that a particular theorem she had studied was named after a black mathematician. "Nobody ever bothered to tell me he was black," she says. "It was very thrilling to find out."

Emery Brown, who received a joint Ph.D. in statistics and M.D. from Harvard University, is about to begin his medical residency in Boston. He is planning a career in medical research and statistics.

His father, a mathematics teacher, was one of Mr. Brown's earliest mentors, and frequently would give his sons problems to do in addition to their homework. As an elementary-school student in rural Florida, Emery Brown could do the algebra his father assigned to high-school students.

> **"It was really pathetic to read these letters from universities that are desperately trying to recruit blacks in math."**

Even so, he recalls feeling left out when one of his teachers offered to tutor a white classmate who also excelled in mathematics, but not him. "It just never occurred to her," he says. An inquisitive youngster, he asked to be tutored as well. (Mr. Brown also has a passion for foreign languages, having lived and studied abroad. He is proficient in French and Spanish, and also speaks Portuguese and German.)

"My family gave me a strong sense of self," says Mr. Brown, who completed high school at Phillips Exeter Academy, an elite private school in New England. He now serves as a pre-medical adviser to undergraduates, including some who are black. Through his contacts with them, he realizes it would have been helpful to have encountered more black professors during his years at Harvard. But, he says, minority students cannot let themselves be "consumed by the fact" that there are few blacks in the professoriate.

The fourth doctoral-degree recipient, George F. Edmonds, 61 years old, is an associate professor of mathematics at Elizabeth City State University. He did his graduate work at Old Dominion University under a state program that encourages professors in North Carolina's university system to earn doctorates. Before joining Elizabeth City's faculty in 1979, he was a school administrator in the United States and Africa.

Returned to Elizabeth City

In return for partial state support, Mr. Edmonds was obligated to teach at Elizabeth City for at least two years—typical for institutions that "grow their own" minority professors. Old Dominion also financed part of his education.

Mr. Edmonds, too, was in de-

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